

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☐ Elementary ☒ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Mr. Greg Grana

Official School Name: Woodlawn Middle School

School Mailing Address:
6362 Gilmer Rd
Long Grove, IL 60047-5171

County: Lake State School Code Number*: 34-049-0960-04-1003

Telephone: (847) 353-8500 Fax: (841) 949-8237

Web site/URL: www.district96.k12.il.us E-mail: ggrana@district96.k12.il.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Thomas Many

District Name: Kildeer Countryside CCSD 96 Tel: (847) 459-4260

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Marc Tepper

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|----------|---------------------|
| 4 | Elementary schools |
| 2 | Middle schools |
| | Junior high schools |
| | High schools |
| 1 | Other |
| 7 | TOTAL |

2. District Per Pupil Expenditure: 11222

Average State Per Pupil Expenditure: 9907

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 3 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7	96	111	207
K			0	8	122	115	237
1			0	9			0
2			0	10			0
3			0	11			0
4			0	12			0
5			0	Other			0
6	96	111	207				
			TOTAL STUDENTS IN THE APPLYING SCHOOL				651

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
16 % Asian
2 % Black or African American
5 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
77 % White
0 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 3 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	14
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)].	22
(4)	Total number of students in the school as of October 1.	675
(5)	Total transferred students in row (3) divided by total students in row (4).	0.033
(6)	Amount in row (5) multiplied by 100.	3.259

8. Limited English proficient students in the school: 3 %

Total number limited English proficient 18

Number of languages represented: 6

Specify languages:

Spanish, Korean, Philipino, Farsi, Urdu, Russian

9. Students eligible for free/reduced-priced meals: 7 %

Total number students who qualify: 45

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10 %

Total Number of Students Served: 65

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>35</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>24</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>29</u>	<u>0</u>
Special resource teachers/specialists	<u>23</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>19</u>	<u>3</u>
Total number	<u>73</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 22 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	95%	96%	96%	96%
Daily teacher attendance	96%	95%	96%	95%	96%
Teacher turnover rate	12%	4%	6%	10%	4%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Daily teacher attendance rates are impacted by the fact that several teachers have taken maternity leaves. They are required to utilize their sick days for the first 6-8 weeks of their leaves.

The 2007-2008 teacher turnover rate reflected the retirement of 4 teachers.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Slowly winding through the entrance way that leads to Woodlawn Middle School in Long Grove, Illinois, students begin their educational experience by observing the tranquil grounds that contain wooded areas, ponds, and sprawling fields. First appearances would have you believe that Woodlawn is a rural school; however, we are a suburban school with the look and feel of a fabulous country facility. The district mission, vision, values, and goals are embedded into every part of our focus as an educational institution. We always keep these ideals at the forefront of all that we do. Our mission is to ensure that every child achieves to his or her maximum potential. Our vision is to be the premier elementary school district in the nation. Our values are: modeling for others what we expect from others; every child, every school, every day; best practice, not first practice; learning has no boundaries; and, to celebrate our success. The caring and insightful staff at Woodlawn Middle School is committed to administering a rigorous curriculum, while keeping the focus on what is most important—the students.

Five core classes are the foundation that students build upon daily. These core areas include a reading/language arts block, math, science, social studies, and foreign language (“options” at sixth grade). Additionally, our wellness team, presenting classes in physical education and health, provides daily physical education. The encore rotation (7- week sessions in communications, technology, family and consumer science, art, and music) provides Woodlawn students with opportunities to explore different areas of knowledge.

Woodlawn students are encouraged by all staff members to participate in after-school programs, which include clubs, service opportunities, intramurals, band, orchestra, and chorus. Those students who require additional support beyond the school day have a number of different opportunities to secure that assistance. Tutoring, study halls, teacher availability, and academic interventions begin when the standard school day ends. These voluntary opportunities are run in conjunction with mandatory programs, addressing the needs of students who require or benefit from additional academic support that our intervention program provides. Students are placed into these after- school programs based upon performance in class, standardized test results, and the results on district benchmark assessments. This After-School-Assistance-Program (A.S.A.P.) allows re-teaching and additional tutoring to occur. After-school “late” bus service is available for students so that their ability to attend these programs is ensured and burden on families is reduced.

Teams of teachers, both interdisciplinary and subject area, monitor the progress of our students. They meet daily to discuss the needs of students, interconnect the curriculum between subject areas, and make parent contacts. Woodlawn students reap the benefits of collaborative teacher teams who share information about students and plan lessons. Every school year, the teams of teachers write a SMART goal that focuses upon an area of need.

Data-driven decision making drives our instruction. Woodlawn subject area teacher teams develop our essential outcomes, pace the curriculum, write common formative assessments, and analyze the results based upon data to make the correct decisions about teaching and learning. Keeping the focus on learning has led to our successful instructional decision making. Through our common formative assessments, teachers measure what students have learned, what they need to focus upon, and, specifically, how the teachers need to assist students who are not mastering the material.

Woodlawn Middle School is like many other high-performing schools that team with their community. Specifically, teaming with the Parent Teacher Organization (PTO) allows us to create a cohesive bond between home and school. Parents donate countless volunteer hours to Woodlawn throughout the school year. The Executive Board of the PTO oversees chairpersons who lead numerous committees, contributing to our success. Additionally, Woodlawn is able to enrich our curriculum through Cultural Arts programs that

our staff recommends, linking the performances to units of study. A luxury provided to Woodlawn teachers and staff via the PTO through fundraising measures is a “wish list”; this allows the purchase of additional activities, equipment, materials, and supplies not available in our school budget, thereby enhancing our instruction. Highlighting our commitment to educational excellence is our semiannual book fair. In addition to raising money for our Library and Learning Center, it emphasizes the importance of reading and offers students the chance to add the most current books to their personal collections.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Woodlawn Middle School utilizes the Illinois Standards Achievement Test (ISAT) annually to assess and monitor the reading, mathematics, and science levels of all our students. Specifically, reading and mathematics are evaluated at 6th, 7th, and 8th grade, whereas science is assessed only during the 7th-grade year. Students are determined to meet one of four performance levels: Exceeds State Standards, Meets State Standards, Below State Standards, and Academic Warning. The ISAT provides criterion-referenced scores which compare a student's own performance with those of his peers within the school, within the district, and within the state. This information is reported on the Illinois School Report Card, as required by state and federal law. In addition, this information can be analyzed by gender, ethnicity, presence of a disability, or socio-economic status. This is a valuable tool to the teaching staff at Woodlawn Middle School, as the information can be used to monitor progress over the course of several years. Curriculum improvements and modifications can be made to determine areas of need.

The ISAT evaluation schedule has changed over the past several years. Beginning in the 2005/2006 school year, 6th and 7th graders were required to take the reading and mathematics assessments. During the 2007/2008 school year, Limited English Proficient (LEP) students were also required to take the ISAT, instead of the Illinois Measure of Annual Growth in English (IMAGE) test. While there is not a significant amount of data available, this information can serve as a baseline for what our school needs to do to help every child be successful. In analyzing our 8th-grade ISAT scores, we have seen steady growth in many areas. Since 2003/2004, the number of students who have met or exceeded state standards in reading improved from 84.2% to 96.1%. This trend was also true for mathematics, which saw an improvement through the years from 84.2% to 96.1%. Seventh-grade science scores also showed improvement, from 89.8% in 2003/2004 to 94.0% in 2007/2008.

Data from the ISAT, while valuable, is not the only measure used to target areas for improvement. The Northwest Evaluation Association Measures of Academic Progress (MAP) test is administered to every Woodlawn student in the fall and spring of each academic year for the areas of mathematics and reading. Additionally, teachers are given the option to assess more frequently those students who are having academic difficulties. This information is used not only to predict ISAT performance but also to quickly provide appropriate interventions to students at risk.

Finally, data from the Stevenson High School placement tests is used in order to make data-based decisions about successes and areas for improvement. While ISAT and MAP provide data, the real-life translation of these results is the increasing number of Woodlawn Middle School students placing in accelerated classes when entering high school.

2. **Using Assessment Results:**

Woodlawn Middle School teachers are constantly looking at assessment results in various forms in order to improve personal instruction, determine school improvement plans, collaborate within content-alike teams, and develop a fact-based system for placing students into intervention programs. Results from the Illinois Standards Achievement Test (ISAT) give the Woodlawn staff our "most summative" information. They allow us to identify our greatest areas of need, guide our Leadership Team when creating the school improvement plan, and assist teams when creating SMART goals. Woodlawn teachers work collaboratively to design and implement quarterly benchmark assessments and "most formative" common formative assessments. The common formative assessments allow Woodlawn teachers the ability to track the progress

of their students by giving shorter, more frequent assessments and intervening with identified students who are experiencing difficulty. An early intervention could include assisting a child before/after school and/or differentiating a lesson. If it is determined that a student is not performing a specific skill at an appropriate level on a common formative assessment, that student could be placed in our Academic Intervention (AI) program twice a week. In our AI program, certified teachers are made available for 30 minutes each day. They work in conjunction with the classroom teachers to give additional and meaningful instruction and guidance to Woodlawn students. Quarterly benchmark assessments also help us identify students in need of long-term assistance. Larger deficits in learning are recognized and students are placed into our After-School Assistance Program (ASAP). The ASAP program is run immediately after school and assists students with larger and more glaring academic gaps. Regardless of which type of assessment we are using, our systematic intervention programs give students the security that the Woodlawn staff is not going to let them struggle. To exit our interventions, students are required to exhibit to the intervention teachers that they have mastered the specific skills.

Woodlawn Middle School teachers are committed to assisting our students and doing whatever is needed to ensure the students' success. The Woodlawn teachers develop appropriate levels of intervention, based upon the assessment results, and follow through in order to guarantee the success of their students. Students who struggle with organization work closely with our counselor or social worker in order to develop strategies for their success. Our ZAP (Zeros Aren't Permitted) program during every lunch period works as a daily intervention for students who come to class unprepared. A row of computers in our study skills class allows our students to work online with the computer program "Study Island" to strengthen students' understanding of fundamentals.

3. Communicating Assessment Results:

Woodlawn Middle School prides itself on positive open communication. Timely and meaningful feedback on assessments is essential for letting students know which areas need improvement. The feedback that Woodlawn teachers give to parents builds upon open and honest relationships and shows students that their education extends beyond the school walls and into their homes. Like many traditional schools, we communicate with mid-term and quarterly report cards to the parents of our district. Additionally, parents can view their student's homework, projects, and quiz and test results through our online PowerSchool system. This Web-based grade book has allowed both students and parents the ability to monitor their progress in each and every class. Teachers can put specific notes on this site and parents get a much better insight into the daily happenings in a classroom. Our homework hotline, a program through which the daily homework for each class is placed online, affords students the opportunity to check which assignments are due so that they can complete them on time.

In a world in which almost everyone can be reached at any time, it is the belief of the Woodlawn Middle School staff that direct, face-to-face contact still is the best way to do business. Teachers are available to meet with parents before or after school and during a teacher's personal planning time. Phone and email messages are returned promptly, and that positive communication results in better student performance in the classroom. Quick questions relating to assessments and other topics are also answered via e-mail. All teachers employ a combination of these communication techniques. Formal parent/teacher conferences are held two times a year. In the fall, parents meet with teachers to gain a deeper understanding of how their child is progressing and discuss their child's need for additional support or assistance. Spring conferences are student led and give middle schoolers the opportunity to evaluate their own performance in the classroom by discussing personal feelings, strengths, and weaknesses. This gives a voice to the student and allows each to advocate for himself or herself.

ISAT and MAP test results are publicly discussed at our Board of Education meetings. In addition, results from the ISAT tests are available on the district website, in the local newspaper, and in the Woodlawn School

Report Card. Recognition of students also occurs at monthly School Board meetings, in the district electronic newsletter, and in the local press.

(Information about the ISAT can be found at <http://www.isbe.state.il.us/assessment/ISAT.htm>.)

4. Sharing Success:

The teachers and staff at Woodlawn Middle School celebrate their success with a quiet confidence. Working within the Professional Learning Community model, our teachers plan lessons, share positive experiences, analyze data, and celebrate each others' personal and private successes. We have been honored that professional colleagues from around the country have come to Long Grove, Illinois, to observe our practices and benefit from our learning. These visits have unified our staff and allow us to reflect on the most valuable aspects of our Professional Learning Community model. Our teachers are also able to share lessons and data with the other middle school in our district, allowing collaboration to extend across District 96. When the Woodlawn teachers meet, assessment results, personal student achievement, monitoring of the curriculum, and positive instructional practices are readily discussed.

Accounts of success are extended when the five neighboring school districts gather every other year at Stevenson High School. The consortium of teachers works together and enjoys a day of respectful appreciation by analyzing what each is accomplishing. This institute day allows Woodlawn teachers and administrators to share their ideas with a wide-reaching audience of professionals.

Our district encourages teachers to participate in many professional organizations and publicizes their accomplishments in the District 96 *Staff Newsletter*. The community sees their children recognized at School Board meetings as individual students, teams, and groups are applauded for academic, artistic, and athletic achievements, as well as service work.

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PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Curriculum: An ever evolving curriculum requires students to work at high levels as Woodlawn Middle School staff support and encourage them, looking for innovative ways to extend their understanding. The rigorous curriculum challenges students and expands their capacity to learn while always focusing on what is best for all children. It is the mission of Woodlawn teachers to assist *all* students in reaching the highest of standards, following the district motto, *Every Child, Every School, Every Day*. Teachers differentiate curriculum, measure and monitor learning, intervene for students by getting them additional assistance or resources, and understand throughout that this academic growth is happening during a very challenging time in their students' lives.

Every child is given a two-period block of literary instruction at Woodlawn. In previous years, every subject area has supported literacy by integrating reading, writing, vocabulary, grammar, and conventions into instruction. Using a variety of reading and writing genres, teachers deliver instruction by means of large- or small-group instruction. The most powerful teaching strategy is the teacher/student individual conference. Each student gets to discuss a novel one-on-one with his or her teacher and get into the deeper meaning and comprehension that the author intended while sharpening reading skills. Our 8th-grade English/Language Arts students are learning content that is equal to a freshman level in high school and a large percentage of our students place into sophomore-level classes.

The Woodlawn science program allows students to develop laboratory skills, scientific vocabulary, and critical thinking as they perform hands-on, inquiry-based units. The science teachers use engaging, thought-provoking activities in order to bring scientific concepts to life. Students do research and create a hypothesis and project for a literary-based science fair activity. Our English/Language Arts and Science teachers work collaboratively to bring the writing and the activity together.

Most students take Spanish at Woodlawn during their 7th- and 8th-grade years. The first half of Spanish I comprises the 7th-grade curriculum and the balance of the Spanish I program is taught in the 8th-grade year. Our curriculum matches that in the high school, as the same resources are used in both schools. Woodlawn foreign language teachers focus on writing in 7th-grade and on reading and speaking in 8th-grade. A large percentage of Woodlawn Middle School students enroll in Spanish II as freshmen entering high school.

Many times the Woodlawn Social Studies activities are integrated with other classes during the school year. Our staff creates opportunities for students to engage in the activities that bring about critical, higher-level thinking by connecting the curriculum of today with events of the past. We are fortunate to have two National Board Certified teachers on staff and enjoy collaborating across grade levels to ensure a sound curriculum.

Finally, Woodlawn engages its students in our “Encore” classes, which consist of art, music, family and consumer sciences (FACS), communications, and technology. Every student takes each of these classes for 7 weeks and is introduced to many different types of experiences. Daily Physical Education is intertwined with Health class. Woodlawn students work twice a week strictly on physical fitness and the remainder of the time on skill-based activities.

2a. (Elementary Schools) Reading:

This question is for elementary schools only

2b. (Secondary Schools) English:

The Woodlawn community strives to maintain a solid and enriching reading curriculum. Woodlawn has prioritized reading instruction by giving each student a double period of English/language arts. In each year of the program, students read a variety of texts, including short stories, novels, poetry, plays, and nonfiction. The program is skills based and includes both reading skills, such as comparing and contrasting, and literary analysis skills, such as analyzing character motivations. Independent reading also is a cornerstone of our program. Students read books of their choice during class and then conference with their teachers and other students to enrich understanding and build a love of reading.

The Woodlawn staff works to ensure that students start with a solid foundation and then builds continually upon that skills base throughout middle school. In 6th grade, students focus on connecting background knowledge to reading and on self-questioning to enhance comprehension. In 7th grade, students extend the skills they learned the previous year, now using background knowledge to draw conclusions and using self-questioning skills to analyze fictional and nonfictional works. 8th-grade language arts students continue to build on their skills set, inferring author's meaning in both fiction and nonfiction and continuing to analyze grade-appropriate texts. These skills are not only taught and practiced in English/language arts classes, but are reinforced across the curriculum.

Writing instruction also is a priority at Woodlawn. In the 6th and 7th grades, teachers use a Writer's Workshop approach, utilizing mini lessons, individual conferencing, and revising to teach students to find voice and demonstrate focused, organized, and well-supported writing across many different genres. Eighth-grade teachers continue to work on these areas while also teaching students to link their reading and writing by using the techniques and structures that they learned previously in literary criticisms.

To monitor their learning and make sure that all succeed, students are given common formative assessments every week and district benchmarks each quarter. Those students who do not meet standards on these assessments receive reading intervention in a small group setting. In this way, the Woodlawn staff ensures that every student can learn to his or her maximum potential.

3. Additional Curriculum Area:

Mathematics: District 96 and Woodlawn Middle School have one of the highest-rated math programs in the State of Illinois and the nation. Our math program continuously eclipses our goal that 90% of our students will meet or exceed state standards. For example, in the 2007/08 school year, 96% of Woodlawn Middle School 8th-grade students met or exceeded state standards. Woodlawn teachers accomplish this through collaboration. Our math teachers communicate their progress within a grade level by meeting weekly to make sure that their pacing is appropriate and is keeping up with other math teachers' at their level. Collaboration is extended as our math teachers connect with other grade-level math teachers within our own building. Teachers meet before and after school and once a month with the other math teams to discuss their progress. Woodlawn math teachers also collaborate with the district's other middle school math teachers during job-alike meetings. During this time, they publicly discuss the data from the common formative assessments and our district benchmark assessments.

The mathematics program at Woodlawn offers three levels of placement as students enter 6th grade. Every student is placed in grade-level math, advanced math, or honors math. The curriculum is appropriate for the grade level and teachers work together making sure that the curriculum is aligned to state standards. Our "at-level" math students are accomplishing the appropriate curriculum for their specific grade level. Advanced math classes are one year above level and honors classes are two years above grade level. The Woodlawn program is designed to be the bridge between the elementary *Everyday Mathematics* course and traditional high school programs.

These levels allow for students to progress in math at an appropriate pace for their learning, with understanding being evaluated through quizzes, common formative assessments, district benchmark assessments, MAP testing, and ISAT testing. If a student is having difficulty, he or she is placed in an appropriate intervention program. Many other opportunities are available for Woodlawn students to secure extra assistance in math, including before school, at lunch, after school, and online in the evenings. Woodlawn's after-school study hall system has been designed to have a certified math teacher available every day for student assistance.

By design, our math program lessons require students to demonstrate comprehension and connection and apply mathematics to real-life situations. This focus on applications and connections means that our students have to be able to use technology correctly as a part of the curriculum. Woodlawn students use computer programs, Smart Boards, and the Internet regularly. Many of our 6th- and 7th-grade students use scientific calculators and many of our 7th- and 8th-grade students use graphing calculators to connect and apply their learning. To further facilitate his or her understanding, every student is expected to be able to clearly communicate the process that he or she used to solve a math problem.

4. Instructional Methods:

Woodlawn Middle School teachers work hard to ensure that *all* students learn. By analyzing data from a variety of assessments, teachers make informed instructional decisions about student learning. Recognizing that some students are already proficient, some will develop understanding quickly, and others will need additional time and support, teacher teams meet regularly to discuss formative assessment data and determine the appropriate instructional response. As a result of these collaborative team meetings, teachers are able to address varying needs—regardless of their students' learning levels—in order to support their learning.

Teachers use best practices and research-based methods to differentiate instruction to meet the needs of their students, as indicated by assessment data. They employ a variety of delivery methods, including whole group instruction, flexible grouping, small groups, and one-on-one conferencing opportunities. Teachers use active learning strategies such as cooperative learning, hands-on activities, research, meta-cognitive note-taking, and Socratic discussions to engage all students. Support staff members, including instructional aides and specialists, provide teachers with added resources for furthering student learning.

By focusing their efforts on students' strengths and needs, and by holding high standards for all learners, teachers at Woodlawn Middle School are able to create engaging and appropriate lessons that help all students maximize their learning potential.

5. Professional Development:

Professional development at Woodlawn Middle School is job-embedded, standards-based, and results-driven. Learning is a continuous process and teachers participate in a wide variety of activities that increase their knowledge for practice, in practice, and of practice. The ultimate goal of all professional development activities is to improve student learning.

Since its inception in 1999, Woodlawn has grown as a Professional Learning Community (PLC). Collaboration is an integral part of the Woodlawn culture. The daily schedule enables teachers to meet as both interdisciplinary and subject-specific teams to discuss student learning and pedagogical issues. Staff meetings, held twice a month, provide time for colleagues to increase their understanding of both building-level and district initiatives. Opportunities for growth also are provided via lesson studies, book studies, and action research focusing on classroom practice.

Release time enables teachers to participate in the curriculum review and development process. Time is also devoted to writing essential outcomes and common assessments, as well as analyzing assessment data. This year all staff learned a research-based team protocol for analyzing student data in order to identify levels of proficiency as well as student intervention needs. These examples demonstrate how professional learning at Woodlawn promotes a collaborative culture of inquiry and reflection that fosters student achievement.

All teachers new to the district, regardless of prior teaching experience, participate in a structured two-year induction and mentoring program. Through regular group meetings and one-on-one interactions, new staff are provided with essential support needed to acclimate to a new educational environment. In addition to learning about practice and culture in District 96, new staff gain an understanding of their vital roles as valued team members in this collaborative community striving to ensure that every child achieves his or her maximum potential.

6. School Leadership:

Woodlawn Middle School places a premium on leadership opportunities for all of our stakeholders. Beginning with school administration, consisting of one Principal and one Assistant Principal, these leaders handle all functions related to educational matters within the school. Teachers are part of content teams that focus on the well-being of all students within a particular hallway. These content teams consist of English/Language Arts, Science, Math, Social Studies, and Foreign Language or Options (6th Grade). They have one member represent them as Team Leader. The Team Leader conducts meetings four times per week, making sure the group works efficiently during this time period. Three times per month, each Team Leader attends an all-school Leadership Team meeting that includes the leaders from each team of teachers, the Encore Team, Wellness Team, Network Team, Principal, and Assistant Principal. Larger school issues, the direction of school-wide goals, student progress, coordination of logistical items, and many other topics are covered in these meetings. Team Leaders then report back to their individual teams and the content flow of communication continues.

Teachers who are not team leaders are given many opportunities to step into leadership throughout the school year. Many schools throughout the country have visited Woodlawn, examining what makes our Professional Learning Community so successful. Teachers from different grade levels and subject areas have participated in the day-long presentations for our guests. Teachers also represent the school and district by presenting information at conferences, at other schools, and for District parents.

Likewise, students are given the opportunity to develop as leaders. They may lead as student council representatives, ambassadors for the back-to-school nights, and as members of the principal advisory committee. Our students enjoy these opportunities and thrive in the recognition they receive for their efforts.

Parent leaders participate in our P.T.O.; with an eight-member executive council, these parents are in charge of numerous committees and work closely with the school administration. Parents also serve on district committees such as the Parent Review Committee, whose role is to report to the P.T.O. Executive Board on district initiatives and student progress. Parent-to-Parent Network is another opportunity for parent leaders. This network brings expert speakers to the district and connects parents to talk about important issues that our students and community are facing.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: Illinois Standards Achievement Test

Edition/Publication Year: 2007-08 Publisher: Illinois State Board of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
% Meets plus % Exceeds	96	97	96		
% Exceeds	47	42	34		
Number of students tested	224	230	201		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Meets plus % Exceeds	85		91		
% Exceeds	23		9		
Number of students tested	13		11		
2. Racial/Ethnic Group (specify subgroup): Asian/Pacific Islander					
% Meets plus % Exceeds	97	100	100		
% Exceeds	83	61	60		
Number of students tested	29	28	30		
3. (specify subgroup): White					
% Meets plus % Exceeds	97	98	97		
% Exceeds	42	42	32		
Number of students tested	159	185	179		
4. (specify subgroup): IEP					
% Meets plus % Exceeds	80	89	85		
% Exceeds	23	14	12		
Number of students tested	30	28	33		

Notes:

Prior to the 2004-2005 school year, 6th grade students were not assessed using state tests.

Subject: Reading Grade: 6 Test: Illinois Standards Achievement Test
Edition/Publication Year: 2007-08 Publisher: Illinois State Board of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
% Meets plus % Exceeds	96	94	95		
% Exceeds	60	43	38		
Number of students tested	224	230	200		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Meets plus % Exceeds	83		91		
% Exceeds	33		9		
Number of students tested	12		11		
2. Racial/Ethnic Group (specify subgroup): Asian/Pacific Islander					
% Meets plus % Exceeds	93	100	100		
% Exceeds	83	54	50		
Number of students tested	30	28	29		
3. (specify subgroup): White					
% Meets plus % Exceeds	98	94	96		
% Exceeds	58	42	38		
Number of students tested	158	185	179		
4. (specify subgroup): IEP					
% Meets plus % Exceeds	83	82	76		
% Exceeds	37	14	18		
Number of students tested	30	28	33		

Notes:

Prior to the 2004-2005 school year, 6th graders were not given state assessments.

Subject: Mathematics Grade: 7 Test: Illinois Standards Achievement Test
Edition/Publication Year: 2007-08 Publisher: Illinois State Board of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
% Meets plus % Exceeds	95	97	96		
% Exceeds	61	59	51		
Number of students tested	234	221	226		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): Asian/Pacific Islander					
% Meets plus % Exceeds	100	100	100		
% Exceeds	90	90	73		
Number of students tested	30	29	22		
3. (specify subgroup): White					
% Meets plus % Exceeds	96	98	96		
% Exceeds	60	56	49		
Number of students tested	184	176	198		
4. (specify subgroup): IEP					
% Meets plus % Exceeds	82	81	75		
% Exceeds	25	19	14		
Number of students tested	28	31	28		

Notes:

Prior to 2004-2005, 7th grade students were not assessed in mathematics.

Subject: Reading Grade: 7 Test: Illinois Standards Achievement Test
Edition/Publication Year: 2007-08 Publisher: Illinois State Board of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
% Meets plus % Exceeds	96	94	92		
% Exceeds	49	33	24		
Number of students tested	232	221	226		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): Asian/Pacific Islander					
% Meets plus % Exceeds	100	100	100		
% Exceeds	73	48	46		
Number of students tested	30	29	22		
3. (specify subgroup): White					
% Meets plus % Exceeds	97	94	92		
% Exceeds	48	32	21		
Number of students tested	183	176	198		
4. (specify subgroup): IEP					
% Meets plus % Exceeds	86	68	50		
% Exceeds	25	10	7		
Number of students tested	28	31	28		

Notes:

Prior to the 2004-2005 school year, 7th grade students were not assessed in Reading.

Subject: Mathematics Grade: 8 Test: Illinois Standards Achievement Test
Edition/Publication Year: 2007-08 Publisher: Illinois State Board of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Apr
SCHOOL SCORES					
% Meets plus % Exceeds	96	96	97	86	84
% Exceeds	58	61	71	39	43
Number of students tested	232	222	232	245	222
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Meets plus % Exceeds	88			70	
% Exceeds	19			40	
Number of students tested	16			10	
2. Racial/Ethnic Group (specify subgroup): Asian/Pacific Islander					
% Meets plus % Exceeds	100	100	100	90	96
% Exceeds	85	74	87	62	83
Number of students tested	34	23	23	29	23
3. (specify subgroup): White					
% Meets plus % Exceeds	97	97	97	85	85
% Exceeds	57	60	72	37	40
Number of students tested	178	194	193	210	186
4. (specify subgroup): IEP					
% Meets plus % Exceeds	81	72	77	49	41
% Exceeds	27	14	23	14	14
Number of students tested	26	29	35	35	29

Notes:

Subject: Reading Grade: 8 Test: Illinois Standards Achievement Test
Edition/Publication Year: 2007-08 Publisher: Illinois State Board of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Apr
SCHOOL SCORES					
% Meets plus % Exceeds	96	96	94	89	84
% Exceeds	24	28	30	23	27
Number of students tested	230	222	232	244	221
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Meets plus % Exceeds	75			70	
% Exceeds	0			20	
Number of students tested	16			10	
2. Racial/Ethnic Group (specify subgroup): Asian/Pacific Islander					
% Meets plus % Exceeds	100	100	96	93	96
% Exceeds	35	52	48	38	22
Number of students tested	34	23	23	29	23
3. (specify subgroup): White					
% Meets plus % Exceeds	98	96	96	89	83
% Exceeds	23	25	29	22	28
Number of students tested	177	194	193	209	185
4. (specify subgroup): IEP					
% Meets plus % Exceeds	81	69	60	49	50
% Exceeds	4	0	9	6	7
Number of students tested	26	29	35	35	28

Notes:

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